**AL-FARABI KAZAKH NATIONAL UNIVERSITY**

**Faculty of Philology**

**Department of Foreign Languages**

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|  | **APPROVED by**  Dean of the faculty  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ B.O. Dzholdasbekova ‘\_\_\_’\_\_\_\_\_\_\_ 2023 |
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**EDUCATIONAL-METHODICAL COMPLEX OF DISCIPLINE**

**Foreign language**

**Code: IYa 1108**

Program: Bachelor degree

Specialty:

6В10103 – General medicine

Course – 1

Semester – 1

Number of credits – 5

**Almaty 2023**

Educational-methodical complex of the discipline is made by Lecturer, Abdizhappar Aigerim

Considered and recommended at the meeting of the department of Foreign Languages

from September 1, 2023, Protocol № 1

Chairman of the Educational and Methodological Council of the Department: G.S.Akylova

Head of the Department of Foreign Languages: D.Dosmagambetova

**SYLLABUS**

**1st semester 2023-2024 academic year**

**Academic discipline: Foreign Language**

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| **ID**  **and name**  **of the course** | | **Independent work of students (****IWS)** | | **Number of credits** | | | **General**  **number**  **of credits** | | **Independent work**  **of the student**  **under the guidance**  **of teacher (IWST)** |
| **Lectures (L)** | **Practical classes (PC)** | **Laboratory classes (LC)** |
| 50 Foreign Language | | 4 | |  | 5.0 |  | 5 | | 7 |
| **Academic course information** | | | | | | | | | |
| **Form of education** | **Cycle,**  **component** | | **Types of lectures** | | **Types of practical classes** | | | **Form and platform of final control** | |
| Offline | O (General Education Disciplines) Obligatory component | |  | | Problem solving/ presentations/discussions/ round tables, project work, etc. | | | Test in IS Univer | |
| Lecturer | Abdizhappar Aigerim | | | | | | |  | |
| e-mail | aigerimabdizhapparfp@gmail.com | | | | | | |
| Telephone number | 8 7780005427 | | | | | | |

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| **ACADEMIC COURSE PRESENTATION** |

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| **Purpose of the course** | **Expected Learning Outcomes (LO)**  As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**  To achieve LO student should: |
| The aim of the discipline: to form students ' communication skills using the studied lexical units and grammatical constructions for foreign language communication.  To present students with English from a wide  variety of medical fields and situations, develop their communication skills, and provide them with  background in major medical and care concepts. | **- cognitive and functional types of competencies:**  **LO 1 Listening:**   * understand the main meanings of a sounding educational text or utterance based on knowledge and understanding of the lexical, grammatical and pragmatic systems of the language; * build meanings into a single content of the text / statement in relation to its functional orientation. | ID 1.1 predict outcomes, infer links and connections between events  ID 1.2 understand the key information, detect main idea, identify supporting ideas, exemplification  ID 1.3 take notes while listening |
| **- functional type of competence:**  **LO 2 Speaking:**   * discuss the content of the educational text, present your own point of view with arguments; * build your own behavioral program in everyday and educational situations; * correctly use the lexical-grammatical and pragmatic types of knowledge in generating your own speech. | ID 2.1 initiate dialog interaction on the educational situation in the context of a specific speech strategy; respond correctly to the statements of other students;  ID 2.2 present your point of view on the problems of educational situations in a reasoned manner, using the factual content of the text;  ID 2.3 minimize grammatical and pragmatic errors in your own speech. |
| **- ability to analyze and synthesize information:**  **LO 3 Reading and writing:**   * interpret the main content of the educational text based on a deep understanding of its key meanings in written and spoken language; * develop models (structural, structural-semantic, pragmatic, cognitive) for understanding and presenting the content of the educational text; * use different types of text (descriptions, narration, reasoning) to solve the assigned educational tasks; | ID 3.1 structure and signpost a short presentation  ID 3.2 use information to support and justify opinion  ID 3.3 expand the topic and summarize information  ID 3.4 draft, revise and edit the essay.  ID 3.5 identify appropriate structure of a paragraph\essay |
| **- ability to assess and generalize the learning situation**  **LO 4**   * Correct use of system of lexical-grammatical and pragmatic language skills, and knowledge of text types to implement their own training needs and communication | ID 4.1 predict the content of the text  ID 4.2 skim a text to understand its main idea, style, and purpose  ID 4.3 scan a text for particular information  ID 4.4 recognize definitions, explanations and examples |
| **LO 5 Prepare a presentation, a project on the topics studied.** | ID 5.1. make a presentation/project on the given topics  ID 5.2 deliver the presentation, prove the point of view |
| **Prerequisites** | Level B1 Intermediate\IELTS 4.5 | |
| **Post requisites** | Level B2+ Upper-Intermediate\IELTS 5.5 | |
| **Learning resources** | **Required literature:**  1. Sam McCarter, Oxford English for careers. Medicine 1, Student’s book. Oxford University Press, 2019  2. Raymond Murphy *English Grammar in Use. A self-study reference and practice book for Intermediate learners of English.* 5th edition (2019): Cambridge University Press  **Supplementary literature:**   1. Glendinning Eric H., Howard Ron. Professional English in Use. Medicine. Cambridge University Press. 2018 2. Christina Latham-Koenig, Clive Oxenden, Jerry Lambert *English File* 4th edition Student’s e-Book 2019 Oxford. 3. Dictionary of Medical terms 5th edition A&С Black London 2020   **Internet resources:**   1. MOOK distance Courses English for Healthcare futurelearn.com <https://www.futurelearn.com/courses/english-for-healthcare> 2. http://elibrary.kaznu.kz/ru | |

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| **Academic policy of the course in the context of university moral and ethical values** | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf) of Al-Farabi Kazakh National University[.](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  Documents are available on the main page of IS Univer.  **Integration of science and education.** The research work of students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics practical classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.  **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.  **Аcademic honesty.** Practical classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.  Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".  Documents are available on the main page of IS Univer .  **Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.  All students, especially those with disabilities, can receive counseling assistance by phone / e-mail: +7 777 390 94 61/ [nadezhdabershina@gmail.com](mailto:nadezhdabershina@gmail.com)  **Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.  **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. |

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| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** | | | | | |
| **Score-rating letter system of assessment of accounting for educational achievements** | | | | **Assessment Methods** | |
| **Grade Letter Points** | **Grade Numerical Scale** | **Percentage** | **Traditional Grade** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.  **Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.  **Summative assessment:** type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course.Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. It allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated. | |
| A | 4.0 | 95-100 | Excellent |
| A- | 3.67 | 90-94 |
| B+ | 3.33 | 85-89 | Good |
| B | 3.0 | 80-84 | **Formative and summative assessment** | **Points % content**  The exam does not change and the final score in the course |
| B- | 2.67 | 75-79 | Activity in practical classes | 25 |
| C+ | 2.33 | 70-74 |
| C | 2.0 | 65-69 | Satisfactory | Independent work | 25 |
| C- | 1.67 | 60-64 | Design and creative activity | 10 |
| D+ | 1.33 | 55-59 | Unsatisfactory | Final control (exam) | 40 |
| D | 1.0 | 50-54 | TOTAL | 100 |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

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| **Week** | **Theme** | **Hours** | **Max score** |
| 1 | **L.1** **Unit 1 Emercency medicine**  John Rhys – cycle parademic  Language spot: Asking short and gentle questions  Listening: Personal details Presenting complaints  Pronunciation: Medical terms: word stress | 3 | 5 |
| 2 | **L.2 Unit 2Accidents**  Matthew Jenkins  Speaking: Diagnosing presenting complaints  Understanding culture: interpreting body language  Tenses in the presenting complaint  Vocabulary: Describing pain  Writing: A case report | 3 | 5 |
|  | **IWST 1 Consultation on IWS 1. Theme: Culture Project** |  |  |
| 3 | **L.3** **Unit 3** **Sports medicine**  Short questions in the general history  Understanding culture: Research into general practice in the UKListening: Description of a GP’s job A case history  Short questions in the general history | 3 | 5 |
| 3 | **IWS 1. Theme: Culture Project** |  | 20 |
| 4 | **L.4 Unit 4 Obstettics**  Reading: Social factors in general practice  Speaking: GP statistics Case history role-play Writing: A referral letter  Language spot: Present Perfect and Past Simple  Vocabulary: Medical jobs Signs and symptoms  Non-technical language  Pronunciation: Medical jobs: main stress  Questions: rising and falling intonation | 3 | 5 |
| 5 | **L.5** **Unit 5 Psychiatry**  Dr Franco Carulli - newly qualified  doctor  Preparation for carrying out a procedure  Listening: Preparing for the first ward roundGiving instructions | 3 | 5 |
| 5 | **IWST 2.** Colloquium |  |  |
| 6 | **L.6 Unit 6 Geriatrics**  Reading: Direct Observation of Procedural Skills  Speaking: Explaining a process(hand washing) Explaining a procedure Case presentation  Language spot: Giving instructions Explaining procedures Making polite requests  Vocabulary: Instructions for a procedure  Writing: Case notes | 3 | 5 |
| 6 | **IWS 2.** Colloquium. Essay ‘Al Farabi University’ |  | 20 |
| 7 | **L.7 Unit7 Dermatology**  Zahra El-Ashry practice nurse  Listening: Patient care Explaining a gastroscopy Emphasis Discussing complications  Reading: Gastroscopy  Speaking: Explaining procedures Acknowledging  visual cues | 3 | 5 |
| 7 | **Midterm Test 1 Grammar and Vocabulary** |  | 25 |
| **Midterm 1 100** | | | |
| 8 | **L.8 Unit 8 Surgery**  Writing: An explanation of possible complications  Language spot: Explaining procedures with the Present Passive and be going to future  Vocabulary: Adjectives to describe procedures Explaining complications and reassuring the patient  Pronunciation: Word stress: suffixes | 3 | 5 |
| 8 | **IWST 3.** Grammar and vocabulary revision |  |  |
| 9 | **L. 9 Unit 9 Cardiology**  Joyce Carne - nurse practitioner  Prescribing drugs in hospital. Research into clinical incident reporting.  Listening: A drug chart Benefits and side effects | 3 | 5 |
| 9 | **IWST 4.**  Consultation on IWS 3. Managing skin conditions. |  |  |
| 10 | **L.10 Unit 9 Cardiology.**  Reading: Concordance  Speaking: A drug chart. Explaining medications.  Writing: Clinical incident reporting  Language spot: Phrasal verbs. Explaining side effects: can! may  Vocabulary: Abbreviations | 3 | 5 |
| 10 | **IWS 3:** Health problems **Online course English for Healthcare**  <https://www.futurelearn.com/courses/english-for-healthcare>  **Week 1**  Visiting the hospital  Hospital roles quiz  The vocabulary of the hospital  Registering at the hospital  Illustration of a brain reflection  Gibbs's reflective cycle VIDEO (01:35)  Listening: A patient describes his symptoms |  | 20 |
| 11 | **L.11 Unit 10 Respiratory medicine.**  Sympathy and empathy  Research in medicine  Listening: Family history and social history. Being sympathetic.  Reading: Overweight and obesity | 3 | 5 |
| 11 | **Online course English for Healthcare**  <https://www.futurelearn.com/courses/english-for-healthcare>  **Week 2**  Zaheer describes his health to a nurse ARTICLE  Grammar: wh- questions  Reading: Medication information leaflet  Reading: A reflective journal |  |  |
| 12 | **L.** **12 Unit 10 Respiratory medicine.Lung conditions .**  Speaking: Making changes. Stress. Exam practice  Writing: An email about dealing with stress  Language spot: Encouraging patients  and making suggestions  Vocabulary: Language for exercise  Pronunciation: Word stress in noun phrases | 3 | 5 |
| 12 | **Online course English for Healthcare**  <https://www.futurelearn.com/courses/english-for-healthcare>  **Week 3**  Listening: New healthcare vocabulary  Dr Haddad describes her patient’s medical condition ARTICLE  Visiting patients at home: Dr Haddad calls Mahmoud  How much do you know about diabetes? DISCUSSION  Grammar focus: giving instructions  Grammar: can and could, ought to and should  Reviewing a patient's medical condition at home ARTICLE  A patient with heat stroke |  |  |
| 12 | **IWST 5:** Consultation on IWS 4. |  |  |
| 13 | **L.13 Unit 11 Tropical diseases.**  Understanding why patients can appear vague. Asking and responding to open questions. Information web search: TWEAK  Listening: Acknowledging verbal cues Appropriate responses | 3 | 5 |
| 13 | **IWS 4**  **Online course English for Healthcare**  <https://www.futurelearn.com/courses/english-for-healthcare>  **Week 4**  Healthcare roles in the community  What causes community healthcare problems and what can be done to solve them?  Identifying key healthcare problems ARTICLE  Evaluating solutions QUIZ  Introduction to writing to persuade  Introducing conditional clauses  Educating the community: your turn to help DISCUSSION  Review the grammar we use in this course  Glossary of healthcare words used in this course |  | 20 |
| 14 | **L.14 Unit 12 Technology**  Reading: Barriers to prevention  Speaking: Considering what the patient thinks. Dealing with a defensive patient  Writing: Writing accurately for training or work applications  Language spot: Open and closed questions  Vocabulary: Alcohol  Pronunciation: Stress in the sentence | 3 | 5 |
| 14 | **IWST 6.** Grammar and vocabulary revision |  |  |
| 15 | **L.15 Unit 12 Technology**  Reading: Stem cell therapy  Speaking: Asking about self-harm  Describing patients  Eliciting the history Mini-mental state examination  Writing: Extract from a mental state examination | 3 | 5 |
| 15 | **IWST 7.** Consultation on Midterm 2 |  |  |
| 15 | **Midterm Test 2 Grammar and Vocabulary** |  | 20 |
| **Midterm 2 100** | | | |

**Dean** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **B.U**. **Dzholdasbekova**

**Head of the Department** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **D.D. Dosmagambetova**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ A.A.Abdizhappar**